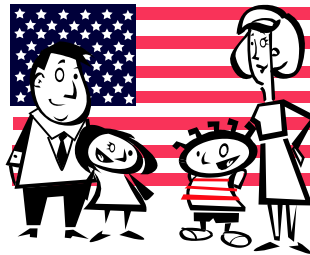


All In The Family



A project on Family Types for Family Classes

**Designed by
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Title

All In the Family

Grade Level

Grades 7-12

Products

Definition of family

Answers to Contemporary Living book

Video guide from Family Functions Video

Handout on T.V. Families

Interview from an elderly person

Time line on how T.V. portrayed families

T.V. Documentary

Driving Question

How have families changed over time and how are these changes affecting children?

Introduction:

Families differ in many ways. The variety of family situations creates even stronger needs for today's youth to establish a strong family structure. If youth have strong basic knowledge on what constitutes a strong family, they can improve their chances for family success. If circumstances change, they will have the knowledge to make wise choices for their future.

Comprehensive Standards:

- 3.2 Analyze family development and change across time and culture
 - 3.2.3 Analyze the interrelationship between the family as a system and individual family members
 - 3.2.4 Analyze the potential impact of change in family membership
- 3.3 Analyze strong, healthy families
 - 3.3.1 Identify the characteristics of strong, healthy families
 - 3.3.4 Analyze skills and resources families use in meeting family functions

FACS Content Knowledge

Key words: family definition, family types, family structure, ways to strengthen the family

Academic Skills:

Language Arts

Goal 2. Indicator 4, benchmark c

Compile and synthesize information to make reasonable and informed decisions

Goal 2. Indicator 4, benchmark b

Write to analyze, synthesize, interpret and use new information.

Process Outcomes:

Foundation Skills:

Basic Skills- reading, writing, and listening
Thinking Skills- reasoning, decision making

Competencies:

Information- acquires and evaluates information
- interprets and communicates information
Technology- selects technology
Resources- allocate time

Planning and Timeline

8 to 10 (55 minute) class periods

Products

Definition of family
Answers to Contemporary Living book
Video guide from Family Functions Video
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Interview from an elderly person
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T.V. Documentary

Activities

Fact Gathering

1. Develop a definition of family. Be sure that all members of your group agree on the definition. At the end of the project you will determine the accuracy of your definition.
2. Locate the **Contemporary Living** book and carefully read pages 354 through 366, paying close attention to the illustrations. While you are reading this information you will answer the handout with questions about this reading. This material provides you with an introduction to family life and how it has changed through the years.
3. Locate and watch the **Family Functions** videotape. This 17-minutes program provides additional information about families and their structures. While watching answer the video guide for the movie.
4. Read and look at the handout **Build A Strong Family**.

You should now have basic information of the different types of families.

5. Watch the video clips from the following T.V. shows: Leave It To Beaver, The Brady Bunch, All In The Family, 7th Heaven, Raymond, and (a single parent family) or any

other clips from T.V. shows. While watching the video clips answer the handout **TV Families**.

6. Interview an elderly person on how they have seen families change over the years. What did families use to be like? What did families do for fun? How did families solve problems? What was the structure and size of families? How have they seen how families have changed? Do they see the changes as good or bad and why? Write a paper with the results that you found out in your interview.
7. Read the handouts **A Note About Family Structure** and <http://www.usd.edu/brbinfo/kc/publications.htm>. You will use these sources to gain information on the effects of different types of families.

Analyze and Inform

1. Divide the class into different groups to research families over the decades. The different groups would be for the 40's, 50's, 60's, 70's, 80's, 90's, 2000's years. When doing your research you should look for information about the types of families, what families did for fun, what games did they play, who was the head of the home, what and where did family members work, etc. The information that your group finds will be shared with the class in the form of oral presentation. Next take the information that you received from the group presentation and develop a Time Line of how families have changed over the years. Be sure that your time line is informative, creative and has pictures for each time span. You will use this time line in your TV documentary.
2. You and your partners have been asked to produce a TV documentary on families. In this documentary you are to go back in history and look at what families were like and see how families have changed today. While researching you will be looking at: different family types, how families have changed, what caused this change, and how family types are affecting children today. Using the information that you have gathered, you are to write, direct, and produce a TV documentary on the following:
 - The types of families. Define each type of family and tell the advantages and disadvantages of each.
 - How families have changed over the decades. Are the changes good or bad?
 - What factors have brought about these changes?
 - How families are developing strengths to meet these changes
 - Facts and consequences of the different types of family structures on individuals
 - Compare the function of families today with those of families 50 years ago. Are the functions still the same or have they been modified?
 - What are the effects on children?
 - What were the problems of the families then as compared to the problems of families today.
 - What do you predict the future of the American family will be

You will use the digital video camera in the classroom or a home video camera to produce your documentary. When creating your documentary be sure all members of your group are involved, either filming or starring in your film. You will be graded on your completeness and group participation.

Instructional Support

Need to utilize a TV/VCR for viewing video and video clips

Need to utilize the computer lab for research and the making of the time line

Need to utilize a video camera for production of TV documentary

Assessment

You will be graded on the following:

1. Accuracy to questions from reading in the Contemporary Living book
2. Video guide from Family Function video
3. TV Families handout
4. Interview of an elderly person on families (Interview Rubric)
5. Time Line on history of families (Time Line Rubric)
6. TV documentary (Documentary Rubric)
7. Group participation (Student Group Participation Rubric and Teacher Group Participation Rubric)

Resources

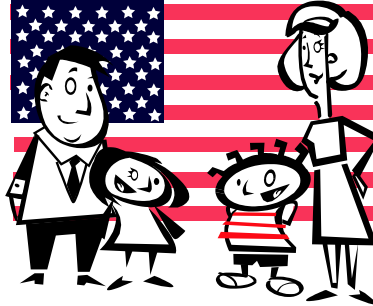
Contemporary Living book, Verdene Ryder, Marjorie B. Harter, Ph.D., Goodheart-Wilcox Co. Inc., Illinois, 2002 copyright.

Family Functions videotape, available to rent from the South Dakota Technical Education Resource Center, Pierre, South Dakota, 605-703-7030.

Build A Strong Family and **A Note About Family Structure** handouts, Families First, Future Homemakers of America, Inc. 1910 Association Drive, Reston, VA. 20191-1584, 703-476-4900.

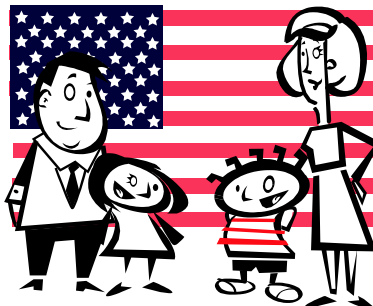
<http://www.usd.edu/brbinfo/kc/publications.htm>.

Time Line Rubric



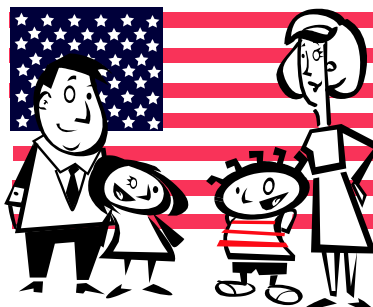
CATEGORY	4	3	2	1
Content/Facts	Facts were accurate for all events reported on the timeline.	Facts were accurate for almost all events reported on the timeline.	Facts were accurate for most (~75%) of the events reported on the timeline.	Facts were often inaccurate for events reported on the timeline.
Readability	The overall appearance of the timeline is pleasing and easy to read.	The overall appearance of the timeline is somewhat pleasing and easy to read.	The timeline is relatively readable.	The timeline is difficult to read.
Resources	The timeline contained at least 8-10 events related to the topic being studied.	The timeline contained at least 6-7 events related to the topic being studied.	The timeline contained at least 5 events related to the topic being studied.	The timeline contained fewer than 5 events.
Dates	An accurate, complete date has been included for each event.	An accurate, complete date has been included for almost every event.	An accurate date has been included for almost every event.	Dates are inaccurate and/or missing for several events.

Student Group Rubric



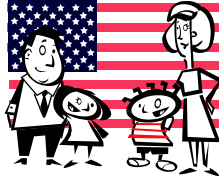
Category	Member 1 (0-25 points) Name_____	Member 2 (0-25 points) Name_____	Member 3 (0-25 points) Name_____	Member 4 (0-25 points) Name_____
Willing to Help Others				
On Task				
Concerned with Quality				
Completed Share of Work				
Total				

Teacher Group Participation



Rating	4	3	2	1	Score
Group Participation	All students enthusiastically participate	At least $\frac{3}{4}$ of students actively participate	At least half the students confer or present ideas	Only one or two persons actively participate	X 2
Shared Responsibility	Responsibility for task is shared evenly	Responsibility is shared by most group members	Responsibility is shared by $\frac{1}{2}$ the group members	Exclusive reliance on one person	
Quality of Interaction	Excellent listening and leadership skills exhibited; students reflect awareness of others' views and opinions in their discussions	Students show adeptness in interacting; lively discussion centers on the task	Some ability to interact; attentive listening; some evidence of discussion or alternatives	Little interaction; very brief conversations; some students were disinterested or distracted	
Role Within Group	Each student assigned a clearly defined role; group members perform roles effectively	Each student assigned a role but roles not clearly defined or consistently adhered to	Students assigned roles but roles were not consistently adhered to	No effort made to assign roles to group members	
Total					

TV Documentary Rubric



	4	3	2	1	Score
Organization	Extremely well organized; logical format that was easy to follow; flowed smoothly from one idea to another and cleverly conveyed; the organization enhanced the effectiveness of the project	Presented in a thoughtful manner; there were signs of organization and most transitions were easy to follow, but at times ideas were unclear	Somewhat organized; ideas were not presented coherently and transitions were not always smooth, which at times distracted the audience	Choppy and confusing; format was difficult to follow; transitions were abrupt and seriously distracted the audience	X 5
Content Accuracy	Completely accurate; all the facts were precise and explicit All information required	Most accurate; a few inconsistencies or errors in information. Most information that was required is included	Somewhat accurate; more than a few inconsistencies or errors in information. Some of the required information is included	Completely inaccurate; the facts in this project were misleading to the audience. Little of the required information is included.	X 10
Preparation	Went above and beyond to research information; solicited material in addition to what was provided; brought in personal ideas and information to enhance project; and utilize more than eight types of resources to make project effective	Did a very good job of researching; utilized materials provided to their full potential; solicited more than six types of research to enhance project; at times took the initiative to find information outside of school	Used the material provided in an acceptable manner, but did not consult any additional resources	Did not utilize resources effectively; did little or no fact gathering on topic	X 3
Creativity	Was extremely clever and presented with originality; a unique approach that truly enhanced the project	Was clever at times; thoughtfully and uniquely presented	Added a few original touches to enhance the project but did not incorporate it throughout	Little creative energy used during this project; was bland, predictable, and lacked zip	
Presentation	Was engaging	Was well done	Was at times	Was not	

Relationships & Careers
Family Relations Module
Family Function Video Guide

Directions: Watch the video and answer the following questions in the space provided.

1. List the 6 different types of families and define each.
2. What do families provide?
3. For each of the types of families tell the specific problems that the video brings out.
4. How we relate to people starts at home with what 4 things?
5. Why are culture and traditions important in families?
6. When is the most challenging time in a family for communication?
7. List 5 things that the video brings out that can help a families communication.
8. Define crisis.

9. In the crisis of divorce, list the problems that occur.
10. What are two of the worst family crisis's?
11. List the negative coping methods that families use?
12. Not all crises can be solved at home. Where or who are the places the video lists for help?

TV Families

Name of Show _____

What era was portrayed in the TV show? _____

Type of Family portrayed _____

Is this a typical family for the era it was portraying _____

What was the family situation that was in the episode watched

Was this situation realistic? _____

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What was the family situation that was in the episode watched

Was this situation realistic? _____

Contemporary Living

p. 354-366

Directions: Read pages 354-366 in the Contemporary Living textbook. Answer the following questions in the space provided

1. Define family.
2. Describe how families have changed over the years.
3. In order for families to be effective they need to do what?
4. What are the 3 basic functions of families?
5. List the roles and responsibilities of families.
6. Define functional family.

7. Define dysfunctional family.

8. List the characteristics of a strong family.

9. List and define each of the types of families. Give a pro and con for each type of family.